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ABSTRACT

A study investigated the extent to which oral language forms influence the written products of Mexican-American students attending an inner city school in a low income neighborhood. For the study, writing samples from 78 third grade and 92 sixth grade students were analyzed for Spanish, interlanguage, and Chicano English features. (Interlanguage forms, produced by learners of English from a variety of language backgrounds, occur as English is being learned.) In the writing samples of the third grade students, 773 errors were identified; of these, 33% were considered to have possible influences from Spanish, interlanguage, or Chicano English. In the writing samples of the sixth grade students, 677 errors were identified; of these, 36% were considered to have possible oral language influences. (Prompts for the writing samples and lists of errors are appended.) (FL)

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A PRELIMINARY STUDY OF LANGUAGE INFLUENCES IN THE ENGLISH WRITING OF THIRD- AND SIXTH-GRADE CHICANO STUDENTS

Bruce Cronnell

ABSTRACT

This paper presents an analysis of the errors found in a set of writing samples produced by third- and sixth-grade Chicano children attending an inner-city school in a low-income neighborhood. The analysis focuses on those errors that may be influenced by oral usage--from Spanish, interlanguage, and/or Chicano English. Several error types seem to be particularly influenced by such speech patterns; in addition, some errors appear to be influenced by Spanish spelling.

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A PRELIMINARY STUDY OF LANGUAGE INFLUENCES IN THE ENGLISH WRITING OF THIRD- AND SIXTH-GRADE CHICANO STUDENTS

Bruce Cronnell

Research (reviewed in Cronnell, 1981) indicates that oral language forms may have some influence on the written products of students who do not speak standard English. The influences seem most strong--or at least most obvious--at the level of surface features of written text. Non-standard pronunciation (whether by speakers of non-standard dialects or by non-native speakers of English) may affect spelling. Non-standard grammatical features may also show up in writing. Higher-level features of oral language (e.g., discourse form) may also affect writing, but such effects are harder to identify and are less well documented.

Speakers of non-standard English come from a variety of backgrounds, primarily low-income backgrounds and frequently from non-Anglo cultures. Of particular interest within SWRL's region are two groups of students who often perform poorly in school: low-income Chicanos and Blacks. This paper is concerned with the English writing of Chicano children;* see Cronnell (1982) for a similar analysis of the writing of Black children.

The speech of Chicanos is not easily labeled or described (cf. Garcia, 1981). The English of Spanish-speaking Chicanos may be directly influenced by Spanish. On the other hand, the speech of Spanish-speaking Chicanos who are learning English may include forms that occur when learning English,

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*The term "Chicano" is used here to refer to students of Mexican background living in the United States. Such children may be recent immigrants or may come from families who have resided in the United States for a generation or more.

However, the concern of this paper is not with all Chicanos, not even with all low-income Chicanos. Rather, the concern is with those low-income Chicanos who do not speak standard English. Nonetheless, this paper does not claim that the writing problems of such students are due only--or even primarily--to language differences. Instead, the paper looks at how such differences might affect students' writing.

but not necessarily as influences from Spanish. These are the so-called "interlanguage" forms that learners of English, from a variety of language backgrounds, seem to produce in the process of learning English. Finally, there are Chicanos who are native speakers of English (who may or may not also speak Spanish). Many of these Chicanos speak a non-standard form of English, frequently labeled "Chicano English" (CE). Chicano English includes some forms found in other non-standard dialects of English, but also some unique forms that demonstrate Spanish influence. However, this influence must be viewed as historical, not direct, because such CE forms are used by Chicanos who do not speak Spanish. The whole situation is further compounded when we discuss Chicano speech because the same form could result from Spanish influence, from interlanguage, or from CE, and because Chicanos of various language backgrounds (e.g., varying mixes of bilingualism and monolingualism) may live in the same community and attend the same school.

This paper presents the results of an analysis of a limited sample of English writings by third- and sixth-grade Chicano students. Such an analysis may lead to some pedagogical solutions to the writing needs of such linguistically different students.

However, this study must be considered preliminary for several reasons. First, the actual oral language use of the students is not known. Moreover, good linguistic descriptions of such language use are rare. Other studies about the writing of Chicano children are also rare (if not non-existent). Consequently, this study should be viewed as an attempt to discover aspects of language influences on the English writing of Chicano children. Thus, it may pose more questions than

it actually answers--questions that need additional study by researchers interested in the effects of language on writing.

PROCEDURES

For this study, an extant set of writing samples was used (a subset of those used in Cronnell, 1980). These writing samples were produced by third- and sixth-grade students as part of an end-of-year assessment in a large school district in the metropolitan Los Angeles area. (See Cronnell, Lawlor, Gentry, Humes, & Maltbie, 1980, for assessment specifications; see Lawlor, Cronnell, Gentry, & Humes, 1981, for analysis of the district results of this assessment.) The prompts for these writing samples are found in Appendix A.

The writing samples analyzed were from one school, in a low-income, predominantly Chicano, inner-city area. Only papers written in English by students identified by their teachers as Hispanic were included for analysis. The students were in four third-grade classes (n = 78) and in four sixth-grade classes (n = 92). No data were obtained on students' actual speech. However, the school is in a Chicano neighborhood; moreover, the school has a number of bilingual (Spanish-English) classes. Thus, when Spanish, interlanguage, and/or Chicano English features are found in the English writing of these students, it seems extremely likely that these same features are found in their speech.

All errors* found in the writing samples were compiled and listed along with the correct forms--with the following exceptions:

*Errors are defined as deviations from standard edited English; the term is not meant to be pejorative. Although the term "miscue" might be appropriately used (and has less of a pejorative sense than "error"), it is not yet a common term in studies of writing (and does not reflect common views of such written deviations).

1. Capitalization and punctuation errors were not included because there is no reason to believe that such errors are influenced by dialect differences. (Moreover, such errors were very common, so their inclusion would have made the analysis unmanageable.)

2. For the sixth-grade samples, errors in letter format were not analyzed.

3. For the sixth-grade samples, errors in the spelling of proper names from television programs were generally not analyzed because the spelling of proper names is subject to considerable idiosyncratic variation. (However, such spelling errors are listed at the end of Appendix C.)

The errors were classified in two ways:

1. possible influence from Spanish, interlanguage, or Chicano English;

2. no clear influence from Spanish, interlanguage, or CE.

The classification of errors was generally conservative; that is, errors were classified as language influenced only when strong evidence suggested the possibility. However, many of the errors so classified may not actually be the result of language influence: All writers tend to make some errors ("slips of the pen"), no matter what their dialect, especially under test conditions. (See, for example, the analysis by Wing & Baddeley, 1980, of spelling errors produced by students applying for entrance to Cambridge University.) Moreover, research (see Cronnell, 1981, for citations) has consistently shown that many dialect-related errors also appear (although less frequently) in the texts of writers who do not speak the dialect. (For example, writers who always use third person singular -s in their speech may sometimes omit it in writing.) Thus, all results reported here must be viewed cautiously.

Errors, correct forms, and possible error sources are listed in Appendices B and C for grades 3 and 6, respectively.*

The data may actually contain more language-influenced errors than those identified as such. A number of errors have a definite non-English sound to them, but they are not recognizable as reflecting what might be said by a Chicano student. (Perhaps some effects of language background are indirect; that is, perhaps lack of native-speaker competence results in unique written forms that do not parallel speech forms since writing and speech are not always comparable.)

Moreover, the actual language source of many errors is uncertain--such errors are open to more than one interpretation. For example, movie spelled movi. The Spanish spelling of the final /i/ sound would be i; however, the i could just as well be an error in spelling/transcribing the English digraph ie. In this case, the student's oral language would not provide direct indication of the error source since roughly the same final /i/ sound would be used by a Chicano regardless of language background.

RESULTS

In the writing samples from 78 third-grade students, 773 errors were identified (an average of 9.9 per student); of these, 33% were considered to have possible influences from Spanish, interlanguage, or Chicano English (252, an average of 3.2 per student). In the writing samples from 92 sixth-grade students, 677 errors were identified

*Benji Wald assisted in the classification of error sources and, along with Maryellen García, provided advice on the error analysis. However, responsibility for the presentation in this paper lies with the author.

(an average of 7.4 per student); of these, 36% were considered to have possible language influences (245, an average of 2.7 per student).*

Those errors that were possibly influenced by Spanish, interlanguage, or CE were sorted into seven categories: Spanish spelling, Pronunciation-consonants, Pronunciation-vowels, Verbs, Nouns, Syntax (excluding verbs and nouns), Vocabulary. The frequency of specific error types generally differed between the two grade levels, with third-grade errors concentrated more among spelling, pronunciation, and verbs, and sixth-grade errors concentrated more within syntax and vocabulary; see Table 1. Since little is actually known about the students, the reasons for these grade-level differences are open to speculation. However, the differences between the writing tasks are undoubtedly responsible for some differences in the error patterns.

Spanish spellings

Spanish sound-to-spelling correspondences are sometimes different from those of English, particularly for vowels. A number of errors were found that appear to be the use of Spanish spellings in English words.** Presumably such spellings were used by students literate in Spanish. (However, because of the complexities and difficulties of English spelling, some errors that seem to be Spanish may well reflect problems with English.)

*However, the (relative) presence or absence of errors is not necessarily related to the quality of the writing samples. A paper with many errors could be one in which the student tried harder--took more risks--and had more opportunities for error. A paper with few or no errors could be a dull one in which the student said as little as possible--and said only what she/he could be sure would be correct.

**In three cases whole words were used from Spanish, but these words are similar in both English and Spanish: es (is); suero [correct Spanish: suera or suéter] (sweater); recomedio [correct Spanish: recomiendo] (I recommend). In addition, one Spanish word--y ("and")--was used in English text with an English spelling--e.

Table 1

Frequency of Error Types Possibly Influenced by Spanish, Interlanguage, or Chicano English

Error Type	Grade 3		Grade 6	
	No.	%	No.	%
Spanish spelling				
/i/ → i	10	4%	5	2%
/a/ → a	7	3	3	1
/e/ → e	5	2	1	*
/s/ → s	4	2	--	--
other	1	*	3	1
	27	11%	12	5%
Pronunciation-Consonants				
final CC	21	8%	11	4%
/ɛ/ ↔ /š/	9	4	4	2
/ð/ → /d/	15	6	1	*
/z/ → /s/	2	1	6	2
/ɪŋ/ → /ɪn/	5	2	2	1
other	10	4	13	5
	62	25%	37	15%
Pronunciation-Vowels				
/ɛ/ → /æ/	7	3%	8	3%
/ə/ → /a/	7	3	5	2
/ər/ → /ar/	4	2	--	--
other	4	2	14	6
	22	9%	27	11%

*Less than 0.5%

Table 1 (con't)

Error Type	Grade 3		Grade 6	
	No.	%	No.	%
Verbs				
no -ed	37	15%	13	5%
no -s	1	*	24	10
was for were	7	3	--	--
present for past	13	5	--	--
regular for irregular past	9	4	--	--
no -ing	9	4	1	*
other	6	2	16	7
	82	33%	54	22%
Nouns	7	3%	11	4%
Syntax				
a for an	5	2%	--	--
no subject	3	1	11	4%
reflexives	4	2	--	--
superlatives	--	--	3	1
no verb	1	*	4	2
no auxiliary	1	*	2	1
double negative	1	*	4	2
word order	--	--	6	2
unnecessary the	1	*	3	1
other	4	2	5	2
	20	8%	38	16%

*Less than 0.5%

Table 1 (con't)

Error Type	Grade 3		Grade 6	
Vocabulary				
in (for on)	8	3%	12	5%
come out (for come on)	--	--	12	5
other prepositions	8	3	11	4
like/as if	1	*	5	2
name/called	--	--	6	2
watch	--	--	8	3
tell jokes	--	--	4	2
ask	3	1	3	1
have	6	2	--	--
other	6	2	5	2
	32	13%	66	27%
TOTAL	252		245	

*Less than 0.5%

In Spanish, /i/ is spelled i; this spelling is seen in clin (clean). Spanish /a/ is spelled a, as seen in rack (rock). The a spelling of /a/ is also seen when /a/ begins an English diphthong; e.g., /ay/: lake (like), /aw/: blaus (blouse). Spanish /e/ is spelled e; this spelling is seen in berly (barely).

Consonant spellings are more similar in English and Spanish. However, English may use c(e) for /s/, whereas Spanish commonly uses s--thus, ones (once).

Pronunciation

Spanish-influenced pronunciations may be manifested through the spelling of words. However, although these pronunciations may show some Spanish influence, they may actually be pronunciations used by monolingual English speakers as well. For example, Spanish does not have final consonant clusters, so a Spanish speaker learning English may well drop the last consonant in such a cluster; but consonant cluster simplification is common in all dialects of English, especially those used by low-income speakers (cf. Cronnell, 1982).

Consonants. Simplification of final consonant clusters was the most frequent error that could be attributed to pronunciation; e.g., han (hand), thing (think).

Spanish dialects may have the /č/ sound, but not the /š/ sound; they may have the /š/ sound, but not the /č/ sound; or they may have both sounds. Consequently, these two sounds may be interchanged by Spanish speakers learning English. Thus, (t)ch may be found for sh; e.g., Flach (Flash); and sh may be found for (t)ch; e.g., wash (watch).

Spanish does not have the /ð/ sound; the closest sound is /d/. Many non-standard dialects of English also use a /d/ sound instead of /ð/. This pronunciation is reflected in spelling by the use of d for th; e.g., dey, (they).

While Spanish has an /s/ sound, it does not have a /z/ sound (except as an allophone of /s/ before voiced consonants). Therefore, it is not surprising to find English /s/ spellings in words with English /z/; e.g., price (prize), Hassard (Hazzard).

Many speakers of English (native and non-native) pronounce the -ing suffix as /ɪn/ or /in/, which may be reflected in the spelling; e.g., goin (going), skaten (skating).

Other consonant errors were less common. Sometimes a single final consonant may not be pronounced and thus not spelled; e.g., joy (join). Sometimes /d/ is devoiced to /t/, with accompanying spelling; e.g., sat (sad). Spanish does not differentiate /b/ and /v/, using a more /b/-like sound initially and a more /v/-like sound medially--and using either b or v for the same sound in either position. Thus, the few b-v misspellings are not surprising; e.g., bery (very), combins (convince). (In fact, b-v mispellings also occur in Spanish; B. Wald, personal communication.)

Vowels. In the Chicano English of Los Angeles, /æ/ is sometimes found instead of /ɛ/ before /l/; this is reflected in spelling--a instead of e; e.g., tall, (tell).

Spanish does not have the /ə/ sound; the closest sound is /a/. Thus, instead of /ə/ (generally spelled in English with u in stressed syllables), the pronunciation may be /a/ (spelled in English with o, in Spanish with a); e.g., op (up), fan (fun). Neither does Spanish have the /ər/ (/ɚ/) sound (spelled in various ways in English), but it does have--like English--the /ar/ combination (spelled ar in both languages); e.g., war, (were), shart (shirt).

Finally, Spanish does not have the /ɪ/ sound; the closest sound is similar to English /i/. Thus it so would not be surprising to have /i/ spellings (ee, ea, etc.) in words with /ɪ/ (spelled i); e.g., steel (still). However, this was a very rare spelling, except for one sixth-grade student who spelled it as eat 12 times.

Verbs

Verb use was difficult for these students, particularly verb inflections, which often cause difficulty for learners of English. The major problem was lack of an appropriate suffix, which is also manifest in some non-standard dialects of English. Third graders especially used base forms rather than past-tense forms, either regular with -ed (e.g., like for liked) or irregular (go for went). Sixth graders especially used base forms rather than third-person singular -s forms; e.g., make for makes. In a contrasting fashion, third graders sometimes used the third-person singular was instead of were. Third graders also sometimes omitted the continuous -ing suffix.

On the other hand, the -ed suffix was sometimes added to irregular verbs; e.g., fighted (fought). (An interesting example of this phenomenon was one child's spelling had it for "hadded.") Similarly, students sometimes used inflected forms when only the base form was required; e.g., didn't won (didn't win).

Other problems with verbs (besides those discussed under Syntax and Vocabulary) generally involved some misuse (or non-use) of suffixes. Several sixth graders, writing about TV programs, mixed excited and exciting (which, although actually adjectives, involve confusion of verbal suffixes).

Nouns

Nouns did not present major problems to these students, but the few problems generally involved suffixes. Sometimes an irregular noun was suffixed to make it plural; e.g., mans/man's (men). Conversely, an occasional -s or -'s was omitted. These errors would appear to result from problems in learning English.

Syntax

The Syntax category holds a variety of features that may result from a variety of language influences.

Both Spanish and English have indefinite articles, but the a/an distinction of English is sometimes difficult for learners, who tend to overuse the more common a. (However, use of a for an is also common in at least one dialect of English--Black English; cf. Cronnell, 1982.) Occasionally students used the where it is not needed in English; e.g., in the jail (meaning in jail).

Misuse of reflexives (e.g., their self) and of superlatives (e.g., most funniest) may be attributed to language learning, but may also be English dialect (CE) features.

Because Spanish inflects verbs for person and number, the use of pronoun subjects is not always necessary in Spanish, and a number of students omitted subjects in English; e.g., is for it is. Occasionally the main verb or the auxiliary was omitted, probably reflecting language-learning problems; e.g., there this man (there is this man), I have (I will have).

The use of double negatives (e.g., don't have nothing) is not surprising since double negatives are used in Spanish and in many dialects of English. Word-order problems (e.g., I recommend you this program for I recommend this program to you) may reflect language-learning problems. A specific word-order problem (which could be influenced by language learning or by English dialect) is incorrect inversion in indirect questions; e.g., asked how do you like it (asked how you liked it).

Miscellaneous other syntax errors seem to reflect language-learning problems, often with Spanish influences.

Vocabulary

A major task in learning a new language is to learn the many words in the language. Some vocabulary learning is rather straightforward (e.g., Spanish madre = English mother), but more idiomatic word uses are more difficult to learn. It is these idiomatic uses that resulted in errors in Chicano students' writings.

The biggest vocabulary problem (which might also be considered a syntactic problem) was the use of prepositions. And among prepositions the major problem was the overuse of in. Spanish en (which looks like in) means both "in" and "on"; consequently, it is not surprising to find in used instead of on; e.g., in your mark, in skates, in television, in channel 2. Sixth graders (who were writing about TV programs) often used out instead of on in the following kind of construction: the program comes out at 7:00. In addition to these general preposition problems, miscellaneous preposition substitutions were found, reflecting the confusing and arbitrary nature of English preposition usage.

Two vocabulary problems reflected confusion of equivalent English forms. Both as if and like may be used (at least informally) in the same construction: It makes me feel as if/like I was a cowboy. Students incorrectly used the forms if and like if in such constructions.

Another equivalency is this parallelism: The program is called X/ The name of the program is X. Students often mixed these two structures: The name of the program is called X. (An "is called" kind of construction--with llamar--is used in Spanish rather than a "name" construction. Since both constructions are possible in English, students may be adding the new English form onto the known Spanish/English form. Moreover, Chicano children in the Los Angeles area have been heard to use the parallel--and ungrammatical--Spanish form El nombre se llama; M. Garcia, personal communication.)

In English, the idiom is watch TV, not look at TV or see TV; some writers used look at or see instead of watch in this collocation. In English, questions are asked, not told or said; but jokes are told, not said. The inappropriate words were sometimes used; e.g., he told/said where the book was (he asked where the book was), she said jokes (she told jokes).

One English collocation caused problems for the third graders: to have a race. They were obviously unsure of the appropriate verb and tried several possibilities: to take a race, to play a race, to make a race. All of these might be the English idiom (cf. to take a walk, to play a game, to make a run), but they are not, and transfer of vocabulary knowledge (from Spanish to English or from one English expression to another) is not helpful.

CONCLUSION

The data analyzed in this paper suggest that a significant portion of the writing errors made by these third- and sixth-grade Chicano children can be attributed to language influences from Spanish, interlanguage, and/or Chicano English. However, language is not the only--or perhaps the predominant--source of error for these students. And the correction of surface errors is not the only--or even the most important--goal of writing instruction.

Moreover, this study has a number of limitations (which suggest directions for needed additional research):

1. No comparison groups were used. Thus, although the study provides information about one group of students, it does not indicate whether other groups of students (e.g., low- or middle-income Anglos) might also make the same errors. (However, other research does suggest that error frequency, at least, differs among dialect groups.)

2. No speech data are available on the students whose compositions were analyzed. Because of the range of possible language use among Chicano children, this is a serious limitation.

3. The students whose writings were used in this study were from the metropolitan Los Angeles area. Since dialects may vary regionally, different results may be found if Chicano students in other parts of the country are studied.

4. The students whose writings were studied were at only two grade levels; different error patterns might well be found at other grade levels.

5. The writing samples studied were on different topics and thus made different linguistic and rhetorical demands on the writers. Consequently, the data for the two grade levels cannot be compared.

6. The specific topics for the writing samples clearly influenced the vocabulary and the syntactic structures used by the students. Different topics would elicit different vocabulary and (to a lesser degree) different syntactic structures, thus producing different error types and different raw frequencies of error types.

7. The study looked only at errors--not at what was correct. Therefore, the frequency of an error type may be related to the frequency of the construction in the writing samples and may not reflect the relative difficulty of the construction for Chicano third- and sixth-grade writers. (For example, more errors were found with prepositions than with reflexives, but students probably used far more prepositions than they did reflexives.) However, when errors were being listed from the writing samples, it was obvious that students also used all constructions correctly at least some of the time.

8. The errors were analyzed out of context. However, specific linguistic environments may affect the likelihood that an error may occur. Analysis of context would, of course, need to include the study of correct usage as well as errors.

Nonetheless, despite these limitations, the present study does provide additional knowledge about the language-related English writing needs of Chicano elementary-school students.

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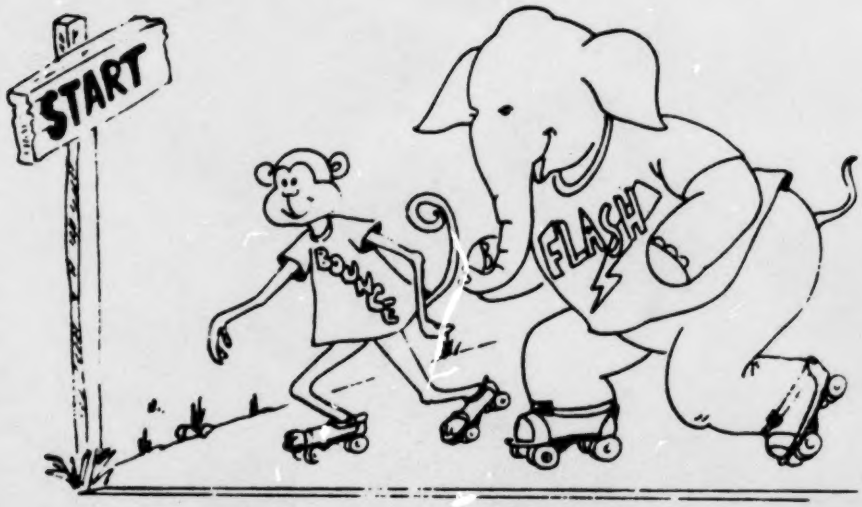
APPENDIX A

Writing Prompts

Grade 3



Look at the picture of these animals. Both animals are wearing skates. The monkey's name is Bounce. The elephant's name is Flash. Write a story about the picture and the animals in it.

- Tell something about the way the animals look.
- Tell what they do together on their skates.
- Have something strange or funny happen to them.
- Write a good ending for your story.
- Give your story a title.

Grade 6

Write a letter to a friend. The purpose of the letter is to convince your friend to watch your favorite television program.

- **Tell your friend that you think he or she should watch the program.**
- **Give the name of the program.**
- **Tell how the program makes you feel when you watch it. Use exact words that describe your feelings.**
- **Give two more good reasons why your friend should watch the program.**
- **Include all parts of a personal letter and put each of them in the right place on the page.**
- **Use good grammar and language.**
- **Write complete sentences.**

APPENDIX B

Chicano Students - Grade 3: Errors

Class - Student No.	Error	(Correct Form)
20-01	*a race of skate	(a skate race)
	bannana	(banana)
	penuts	(peanuts - twice)
	*a lots of	(a lot of/lots of)
	past	(passed - twice)
	loughing	(laughing)
-02	*most of the times	(most of the time)
	skat	(skate)
	no	(know)
-03	sighn	(sign)
	comepete	(compete)
	in mud	(in the mud)
	lagh	(laugh)
-04	win	(beat)
	*how many	(how much)
	*in your mark	(on your mark)
	*all the days	(everyday)
	where	(were - twice)
	to	(too)
	skiney	(skinny)
	bought	(both)
	of	(off)
	but	(put)
	caske	(cast)
-05	monke	(monkey)
	wering	(wearing)
	races	(race - twice)
	the	(that - twice)
	wind	(win)
	becus	(because - twice)
	the	(? then)
	looke	(look)
	*skini	(skinny)
	hevy	(heavy)
	the Bounce	(Bounce)

*Possible Spanish, interlanguage, or Chicano English influence.

Note: Excluded are errors in capitalization and punctuation.

Class - Student No.	Error	(Correct Form)
-06	one	(once)
	tsert	(t-shirt - twice)
	*sayed	(said - 4 times)
	*meet	(met)
	elepnt	(elephant)
	bet	(beat)
	morenig	(morning)
	lost	(lots)
	roud	(road - twice)
	the left side	(on the left side)
	elepents	(elephants)
	wene	(when)
	*stared	(started)
	finsh	(finish)
	very	(ever - twice)
-07	tittle	(title)
	*ones	(once)
	was	(were)
	*like	(liked)
	*togeter	(together)
	to	(too)
	*mush	(much)
	evrybudy	(everybody)
	sed	(said)
	eleghent	(elephant)
-08	where	(were)
	eleghant	(elephant)
	bigin	(begin)
	siad	(said - 4 times)
	finesh	(finish)
	*his self	(himself)
	know	(no)
	bulit	(bullet)
	everebody	(everybody)
	exept	(except)
	snial	(snail)
	harry	(hairy)
	there	(their)
	happly	(happily)
-09	up	(upon)
	a	(an)
	sidewake	(sidewalk)
	skat	(skates)
	*togethers	(together)
	rice	(? race)
	rect	(rest)
	littl	(little)
	wile	(while)
	*fall	(fell - twice)

Class - Student No.	Error	(Correct Form)
	*start	(started)
	becuse	(because)
	want	(went)
-10	there	(their)
	name	(names)
	*skini	(skinny)
	where	(were - twice)
	freinds	(friends)
-11	ther	(there)
	a	(an)
	ther	(they)
	*was	(were)
	goning	(going)
	rase	(race)
	*eshouder	(each other)
	rasing	(racing)
	*eshoder	(each other)
	sking	(skinny)
	gonig	(going)
	could it	(couldn't)
	*cacht	(caught)
	Flash is	(Flash's)
	bofth	(both)
-12	*was	(were)
	animouls	(animals)
	there	(their)
	ware	(were)
	thay	(they - 3 times)
	*in sidewalk	(on the sidewalk)
	Boucnce	(Bounce - 3 times)
	good	(could)
	they	(then - 3 times)
	lauge	(laugh)
	will	(well)
	now	(know)
	ware	(we're)
	frineds	(friends)
	lemnelind	(lemonade)
	snake	(snack)
	*can	(could)
	by	(buy)
	pinnuts (?)	(peanuts)
-13	oncen	(once)
	Buonce	(Bounce - 3 times)
	freng	(friend - twice)

Class - Student No.	Error	(Correct Form)
	*sketesing	(skating)
	what	(want)
	sid	(said)
	then	(they)
	Ø	(is/was)
-14	monky	(monkey)
	a	(an)
	*was	(were)
	drwn	(down)
	de	(be)
	to	(too - 3 times)
	fenst	(friends [?])
	a	(and)
	[Much incomprehensible]	
-15	riec	(race)
	once a pond of time	(once upon a time)
	ther	(there)
	*was	(were)
	tow	(two)
	wer	(were - 3 times)
	fernly	(friendly [?])
	*dey	(they - 4 times)
	*fren	(friend [?])
	*are	(is)
	riac	(race - 4 times)
	*to skates	(to skate)
	*is	(it is)
	becase	(because)
	*an	(and)
	*mekin	(making)
	lafad	(laugh)
	*is starts	(is starting)
	*der	(there - twice)
	wining	(winning)
	loseing	(losing)
	winer	(winner)
-16	*was	(were)
	to	(two)
	eleghent	(elephant
	elephent	(elephant - twice)
	skiny	(skinny)
	*raises	(races - twice)
	skateing	(skating)
	rached	(raced [?])
	broked	(broke - twice)
	*han	(hand)
	were	(where)
	happyly	(happily)

Class - Student No.	Error	(Correct Form)
-17	one a pone	(once upon)
	there	(their - twice)
	hambergur	(hamburger)
	*faloing	(following)
-18	a	(an)
	*name	(named)
	where	(were - 3 times)
	whet	(went)
	the	(they)
	plaed	(played)
	rases	(races)
	*Flach	(Flash)
	*taling	(telling)
	*yoks	(jokes - twice)
	skiny	(skinny)
-19	Saterday	(Saturday)
	a	(an)
	ø	(they)
	elephent	(elephant - twice)
	*didn't won	(didn't win)
	dawn	(down)
	*out of his feet	(off his feet)
	*mice	(mouse)
	*didn't had	(didn't have)
-20	a	(an)
	*elephant	(elephant's)
	*monky	(monkey's)
	siad	(said)
	bud on	(butt into [?])
	babay	(baby - 3 times)
	sid	(sit)
	set	(sit)
-21	ther	(there - 4 times)
	monky	(monkey)
	*nemed	(named)
	a	(an)
	elefant	(elephant)
	whos	(whose)
	ther	(their - twice)
	bouth	(bought)
	par	(pair)
	wen	(when - 4 times)
	saed	(said - 3 times)
	rice	(race)
	where	(were)
	booth	(both)
	fel	(fell - twice)

Class - Student No.	Error	(Correct Form)
	poond	(pond)
	thy	(they - 4 times)
	wat	(what)
	*hapen	(happened)
	*may	(my)
	semle	(smell)
	rit	(right)
	*clin	(clean)
	*you self	(yourself)
	moring	(morning)
	sind	(sing)
	bord	(board)
	*flu op to the ear	(flew up in the air)
	siting	(sitting)
	*meid	(made)
	qit	(quit)
	carid	(scared [?])
	ened	(end)
-22	*have's	(has - twice)
	Bonce	(Bounce)
	banas	(bananas)
	skateing	(skating - twice)
	*no more	(any more)
	ensted	(instead)
	ove	(of)
-23	ous	(once)
	upodn	(upon)
	tiem	(time)
	thir	(there - twice)
	ø	(was)
	muey	(monkey)
	aeit	(elephant)
	name	(names)
	*whar	(were)
	tha	(they)
	*war	(were)
	*fall	(fell)
	tod	(top)
	geting	(getting)
	wen	(when)
	*start	(started)
	lieaf	(laugh [?])
	litle	(little)
	evis	(eyes [?])
	loug	(long)
	taeo	(tail)

Class - Student No.	Error	(Correct Form)
-24	onces	(once)
	elepant	(elephant - 3 times)
	ecsept	(except)
	*his	(he's)
	to	(too - twice)
	your	(you're - twice)
	mabe	(maybe)
	happyly	(happily)
	*fighted	(fought)
	agin	(again)
-25	opisite	(opposite - twice)
	their	(there - 4 times)
	a	(an - twice)
	skiny	(skinny - 3 times)
	hipopotamus	(hippopotamus)
	gerafe	(giraffe)
	gorila	(gorilla)
	sudenly	(suddenly)
	stranth	(strength)
	too	(to)
	gerney	(journey)
	fare	(far)
	*las	(last)
	jerney	(journey)
	swingging	(swinging)
	in	(is)
	*healthy of	(healthy from)
	doesnst	(doesn't)
	anounser	(announcer)
	to	(too)
	healthey	(healthy)
	*name	(named)
	finle	(final)
	their	(they're)
	tide	(tied - 4 times)
	*steel	(still)
-26	*apon	(upon)
	*was	(were)
	where	(were)
	haf	(have - twice)
	raes	(race)
	boes	(both [?])
	*sueror	(sweater)
	there	(they're)
	of	(off)

Class - Student No.	Error	(Correct Form)
-27	ther	(there)
	doys	(boy [?])
	woo	(who)
	*was	(he was)
	*saling	(selling)
	newspaper	(newspapers)
	*shaded	(shouted)
	xray	(extra)
	odobe	(about)
	skat	(skate)
	*juming	(jumping)
	coner	(corner)
	inuf	(enough)
	storting	(starting)
	truck	(trunk)
	uther	(other)
	sciny	(skinny)
	rond	(round)
	erers	(ears)
	tayll	(tail)
	rabit	(rabbit [?])
	the	(they)
	wer	(were)
	sed	(said - twice)
	*in your mark	(on your mark)
	beet	(beat)
	[Difficult to read and interpret]	
21-01	*saleing	(selling)
	there	(their)
	tite	(tight)
	*it fit him big	(it was too big for him)
-02	once time	(once upon a time)
	ther	(there)
	wus	(was)
	a	(an)
	*wus	(were)
	steet	(street)
	*look	(looked)
	the monkey to	(the monkey did too)
	*an	(and)
	thein	(then)
	to	(too - twice)
	happe	(happy)
	firend	(friends)

Class - Student No.	Error	(Correct Form)
-03	an	(a)
	leade	(lead - 3 times)
	wieat	(? - 3 times)
	*Flesh	(Flash)
	*halp	(help)
	triped	(tripped)
	agine	(again)
	stile	(still)
	mils	(miles)
-04	on	(one)
	*haves	(has)
	there	(their)
	elephant	(elephant's)
-05	a	(an)
	helpped	(helped)
	startted	(started)
	the	(then, they [?])
	lettel	(little)
-06	*went to skates	(went skating)
	pork	(park)
	*foots	(feet)
	skine	(skinny)
	*has	(have)
	saem	(same)
	*blaus	(blouse [?] = t-shirt)
	taey	(they)
	or	(are - twice)
	goinning	(going)
	rais	(race)
-07	skateing	(skating)
	promes	(promise)
	where	(were)
	*haven	(having)
	thene	(then)
	*oride	(all right - twice)
	to	(too)
	luke	(look)
-08	ø	(said)
	ø	(they)
-09	*thing	(think)
	*outsiaei	(outside)
	haveing	(having)
	*fan	(fun)

Class - Student No.	Error	(Correct Form)
-10	whonted	(wanted)
	tuck	(took)
	whent	(went - twice)
	thaer	(their)
	maer (?)	(man [?])
	hesalte	(?)
	hade	(had)
	skats	(skates)
	thay	(they - twice)
	stoped	(stopped)
	*trided	(tried)
	*cuding	(couldn't)
	*laned	(landed)
	but	(butt)
-11	monky's	(monkeys)
	to	(too)
	*go	(went - twice)
	loni's	(lions)
	marrigoorand	(merry-go-round)
	hores's	(horses)
	ø	(went to see)
	giraffi's	(giraffes)
	stor	(store - twice)
	*buyd	(bought - twice)
	alegator's	(alligators)
	a	(and)
	onothoer	(another)
	t	(the)
	[One long sentence connected by and's and and then's]	
-12	thair	(their)
	*shart	(shirt - twice)
-13	thir	(their)
	skats	(skates)
	want	(went - twice)
	stor	(store)
	ther	(there)
-14	there	(their)
	girlfrier.d	(girlfriend's [house])
	*the San Pedro	(San Pedro)
	som	(some)
	they to buy	(they went to buy)
	new shirt	(a new shirt)
	*they look funny clowns	(they look like funny clowns)
	wear	(were)

Class - Student No.	Error	(Correct Form)
-15	*a	(an)
	there	(their)
	name	(names)
	*told	(asked)
	orright	(all right)
	remeber	(remember)
-16	*fall	(fell)
	holl	(hole - twice)
	know	(now)
	agine	(again)
-17	*go	(went)
	scard	(scared - twice)
	snacks	(snakes)
	bigo	(?)
	bot	(bought)
	soada	(soda)
	swons	(swans)
22-02	win	(beat)
	*were	(was)
	to	(too)
	by a lank	(?)
	all most	(almost)
-03	monke	(monkey)
	elephent	(elephant - twice)
	Bonce	(Bounce - twice)
	skeny	(skinny)
	to	(too)
	*in your mare	(on your mark)
	triped	(tripped)
	laughft	(laughed)
-04	sciny	(skinny)
	to	(too)
	throw	(through [meaning "into"])
	*daydrimming	(daydreaming)
	that	(so that)
	triped	(tripped)
	flow	(flew [?])
	*relist	(realized)
	now	(no)
	*alse	(else)

Class - Student No.	Error	(Correct Form)
-06	*a	(an)
	ther	(their)
	skiny	(skinny)
-07	*a	(an)
	*chicks	(cheeks)
	*wond	(won)
	trofy	(trophy)
-08	the	(they)
	*cut the tree	(cut the tree down)
	againg	(again)
	[Some not readable]	
-09	to	(too - 3 times)
	is	(his)
	skats	(skates)
	go	(goes)
	stor	(store)
	*to skates	(to skate)
	*am stand	(am standing)
	olny	(only)
	lader [?]	(later)
	*tire	(tired)
	tomrol	(tomorrow)
	[Some not readable]	
-10	*don't sopost to	(aren't supposed to)
	skate	(skates)
	to	(too)
	*look	(looks)
	*hi's	(he's - 3 times)
	fininish	(finish)
	*thing	(think)
-11	*take a race	(have a race - 3 times)
	the	(they)
	*start	(started - 4 times)
	a men	(a man - twice)
	*pass	(passed)
	get said mark	(on your mark, get set)
	*happen	(happened)
	*fall	(feil)
	laugfing	(laughing)
	gues	(guess)
	*wan	(won - twice)
	to	(too - twice
	*cut	(could)

Class - Student No.	Error	(Correct Form)
-12	ther	(there)
	wher	(were)
	*take a race	(have a race)
	geting	(getting)
	*fall	(fell)
	clos	(close)
	where	(were - 3 times)
	*when	(went)
	*less	(let's)
	trofy	(trophy)
	the	(they)
	*in the sinea	(on the sign)
	[Some not readable]	
-13	monk	(monkey - 7 times)
	*is skates	(is skating)
	*rase to	(race with)
	the	(they - twice)
	*ware	(were)
	*have more fun skates	(have more fun skating)
	*is go . . . and come	(is going . . . and coming)
	*dowe	(down)
	skine	(skinny)
	*to skates	(to skate - 4 times)
	afternoon	(in/during the afternoon)
	of	(off)
	*his	(their - twice)
	rase	(race)
	*want	(wanted)
	*was feel	(was feeling)
	dir?k	(drink)
	*were skates	(were skating)
	*play a race	(have a race)
	the oave [?] day	(another [?] day)
-14	*a	(an)
	friend	(friends)
	*were riding skates	(were skating)
	*I have	(I'll have)
	there	(their)
	fat	(fast)
	know	(now)
	that strange	(that's strange)
	fast ahead	(far ahead)
	Kin hong	(King Kong)
	finsh	(finish)
	*in skates	(on skates)
	lik	(like)
	skinney	(skinny)
	*my best friend I have ever had	(the best friend I have ever had)

Class - Student No.	Error	(Correct Form)
-15	monky	(monkey)
	*hov	(have)
	*ones	(once)
	ther	(there - twice)
	skiney	(skinny)
	sed	(said - 6 times)
	trow	(true - twice)
	owlso	(also)
	*Flach	(Flash)
	Bonuce	(bounce)
	rase	(race - twice)
	tomorow	(tomorrow)
	o'clok	(o'clock - twice)
	of	(off)
	ther	(their)
	neke	(neck)
	rownd	(round - 4 times)
	laghf	(laugh - twice)
	*tronk	(trunk)
	*bransh	(branch)
	*stoded	(started)
	Bnuce	(Bounce)
	*tiy	(tied)
	everyboty	(everybody)
	coled	(called)
-16	strang	(strange)
	pertty	(pretty)
	moncky	(monkey)
	*elephand	(elephant)
	They were a land	(They were in a strange land [?])
	tramp	(trap [?] - twice)
	there	(their - twice)
	promes	(promised)
	mothe	(mothers)
	the	(they)
-18	to	(too - twice)
	has his shirt to fat	(has a big shirt [?])
	*look like going	(look like they are going)
	now	(know)
	wich	(which)
	in	(is)
	*wish	(which)
-19	*a	(an)
	did't	(didn't)
	*made a race	(had a race)

Class - Student No.	Error	(Correct Form)
-20	again	(again - twice)
	wining	(winning)
	*trampet	(? trumpet [= "trunk"])
	went	(when - twice)
	got in finish	(finished)
	hamberger	(hamburger - twice)
	*finish	(finished)
-21	led	(lead - twice)
	winning	(beating)
	amost	(almost)
	cachig	(catching)
	ich	(inch)
	caght	(caught [up with])
	ichs	(inches)
	*will caght up	(will catch up)
-22	there	(their)
	*an	(and)
	close	(clothes)
	pasing	(passing)
	beacuse	(because)
-23	Bonnce	(Bounce)
	pruty	(pretty)
	no	(know)
	*two skates	(to skate)
	*grandmodre	(grandmother)
	nos	(knows)
	biger	(bigger)
	*an	(and)
	*skini	(skinny)
	*big ears then	(bigger ears than)
	*were skates	(were skating)
	two	(too)
	*grandmoder	(grandmother - 3 times)
	foll	(fall [fell])
	*dow	(down)
	thas is	(that is)
	and	(end)
-24	*tell	(ask)
	*wants	(wanted)
	*said	(asked)
	*happen	(happened)
	triped	(tripped)
	*fell	(felt [?] = twice)
	to	(too)

Class - Student No.	Error	(Correct Form)
-25	wants a pallit time	(once upon a time)
	where	(were [was])
	stranwg	(strong)
	*had it	(had ["hadded"] - twice)
	*he's	(his)
	Bonnce	(Bounce)
	*almoss	(almost)
	going	(was going)
	*wond	(won)
	*price	(prize)
23-01	skine	(skinny - twice)
	loke	(look)
	*lake	(like)
	pleple	(people)
	rolor	(roller - 5 times)
	*skatin	(skating - 4 times)
	stret	(street)
	*tugedo	(together)
	ther	(their)
	where	(were)
	*deir	(their)
	*duy	(they)
	wer	(were)
	rasin	(racing)
	batron	(bathroom?)
	*dey	(they)
	bauns	(bounce?)
	*tugador	(together)
	*un	(and)
	faw	(fall)
	tobe	(tub?)
	rasce	(race)
	Ø	(are)
-02	*in skates	(on skates)
	where	(were)
	banan	(banana)
	*fall	(fell)
-03	*sine	(seen)
	a skiny bones	(skin and bones?)
	*lake if	(like [= as] if)
	sand	(stand)
	*win	(won)

Class - Student No.	Error	(Correct Form)
-04	skiny	(skinny)
	past	(passed)
	[Variation in tenses]	
-05	*The Race of Bounce and Flash	(Bounce and Flash's Race)
	mokey	(monkey)
	skiny	(skinny)
	next day	(the next day)
	nervios	(nervous)
	Then a bullet in the sky	(? [start of race])
	ahead Bounce	(ahead of Bounce)
-06	a pig of the feets	(?)
	*their self	(themselves)
	*call	(called)
	ambulanc	(ambulance)
	medicin	(medicine)
	*put	(put on)
	*when	(went)
	got the police car	(got into the police car)
	*pijama	(pajamas)
	*jump	(jumped)
	*fell in the ending line	(fell on the ending [finish] line)
	*berly	(barely)
-07	elephants	(elephant)
	there	(their)
	the	(they - twice)
	*croch	(crashed - twice)
	flow	(flew)
	fall	(fell)
-08	monkye	(monkey - 4 times)
	fall together hurt	(fall together and hurt)
	*them self	(themselves)
	and	(an [or: and an])
	tooke	(took)
	*neede	(needed)
	*has	(had)
	*burn	(burned)
	want	(went)
	skatting	(skating)
-09	there	(their)
	*hardrack	(hard rock [?])
	junped	(jumped)

Class - Student No.	Error	(Correct Form)
-10	lookes	(look)
-11	oh	(who)
	past	(passed)
	throw	(through [= by])
	throw	(threw)
	laft	(laughed)
-12	geting for	(getting ready for)
	skat	(skate)
	hof	(half)
	crosh	(crash)
	Flosh	(Flash)
	piks	(picks)
	truk	(? trunk)
	plos	(? plows)
	him sef	(himself)
	thr	(the)
	finhs	(finish)

APPENDIX C

Chicano Students - Grade 6: Errors

Class - Student No.	Error	(Correct Form)
25-01	whatching	(watching)
	*shoul	(should)
	*how really people are	(how people really are)
	and good too	(and good stuff too)
-02	parrale	(parallel)
	your	(you're)
	connepitting	(competing)
	agenst	(against)
	I hope you'll make it	(I hope you make it)
-03	practicly	(practically)
	laughed my heart out	([?] laugh my head off)
	geto	(ghetto)
	occour	(occur)
-08	as fine as me	(as fine as I am)
	startes	(starts)
-09	I just wrote this letter to tell	(I am writing this letter just to tell)
	carriing	(carrying)
	*most funny	(funniest)
	I hope to enjoy	([?] I hope you enjoy)
-10	*Ships	([?] CHiPS)
	*see it is	(see it. It is)
	*for the children's	(for children)
	*policeman's	(policemen)
	*man's	(men)
	*that kind of programs	(that kind of program)
	*exciting	(excited)

*Possible Spanish, interlanguage, or Chicano English influence.

Note: Excluded are errors in capitalization, punctuation, and letter format.

Class - Student No.	Error	(Correct Form)
-11	you is too	(it is yours too)
	*a	(I)
	*I been	(I've been)
	*don't have nothing	(don't have anything)
	you	(your)
-12	[no errors]	
-13	[no legible errors]	
-14	Mindi	(Mindy)
	*wash	(watch--twice)
	*yours friend	(your friend)
-15	the program of Mork and Mindy	(the program "Mork and Mindy")
-16	Benny Hill Show	(the Benny Hill Show)
	it is very funny parts	(it has very funny parts)
-17	so is	(so does)
	*when does it starts	(when it starts)
	*it will start	(it starts)
-18	*like if	(as if/like)
	*like if . . . if	(as if/like . . . Ø)
-19	incridible	(incredible--5 times)
	be	(me--twice)
	come on	(be on [TV])
-20	becaues	(because)
	pople	(people)
	hear	(here)
	*is	(are)
	dose	(does)
-21	my best show	(my favorite show)
	whent	(when)
	*if	(as if/like)
	it will laugh	(it will make you laugh)
-22	*Fonzy . . . he	(Fonzy . . . Ø)
	*jutbox	(jukebox)
-23	a	(is)
	debuty	(deputy--twice)

Class - Student No.	Error	(Correct Form)
-24	I wrote to you	(I am writing to you)
	*tell	(ask)
	you been	(you have been)
	*like watch	(like to watch)
	*like if	(like/as if)
-25	realy	(really--twice)
	*fill	(feel)
	*don't have nothing	(don't have anything)
-27	*call	(called)
	wen	(when)
	*goin	(going)
	throgh	(through)
	*like it will	(like it. It will)
	who	([?] where)
	*would even wanted	(would even want)
	*if	(as if/like)
	you	(your)
	*recomedio to watch	(recommend that you watch)
26-01	sued	(should--twice)
	*fabit	(favorite)
	*make	(makes)
	*witch	(wish)
	coed	(could)
	*look at	(watch)
	thar	(there)
	dancs	(dances)
	swining	(swimming)
	*in the show	(on the show)
-02	wach	(watch--twice)
	becous	(because)
	boaring	(boring)
	at the last	(at the end)
	waching	(watching)
	*exciting	(excited)
	*as when	(when/as soon as)
-03	*start	(starts)
	come on the movie	(be in the movie)
	tell	(ask)
	tommorow	(tomorrow)
	ain't	(isn't)
	to	(too)
	me and you	(you and I)

Class - Student No.	Error	(Correct Form)
-04	I wrote	(I am writing)
	*calle	(called)
	*there this man	(there is this man)
	pats on girls back end	(pats girls' rearends)
	it's those funny comedy kind	(it's one of those funny comedy kinds of show)
-05	suddin	(sudden)
	systen	(system)
	wathch	(watch)
-06	Dera	(Dear)
	gust	(just)
	*tall	(tell)
	thers	(there's)
	pragram	(program)
	callde	(called)
	*intresing	(interesting)
	ther	(there)
	now	(know)
	*stering	(staring)
	rite	(write)
	dack	(back)
	howe	(how)
	liket	(like)
	[One sentence not interpretable, but obviously in error.]	
-07	bucse	(because)
	gand	(gang--twice)
	gus	(guys)
	buy	(bye)
	[One sentence without predicate.]	
-08	*the name of the program is called	(the name of the program is/ the program is called)
	made	(makes)
	exited	(excited)
	becase	(because)
-09	exited	(excited)
-10	women	(woman)
	*chase	(chased)
	*on his head	(on the head)
-11	*play	(plays)
	*say	(says)
	after	(afterwards)
	the	(they)

Class - Student No.	Error	(Correct Form)
-12	*thing	(think)
	*go	(goes)
	*make	(makes)
	*to do't	(to not)
	*joy	(join)
-13	*What	(What's)
	*e	(y [= and])
	is they are cop	(they are cops)
	*in the jail	(in jail)
	*rob in the bank	(rob the bank)
	*call	(calls)
	pragram	(program)
	[plus one incomplete sentence]	
-14	alot	(a lot)
	*in his head	(on his head)
	wach	(watch)
	by	(bye)
-16	*I write	(I am writing)
	sherrifs	(sheriffs--3 times)
	alot	(a lot)
	becuse	(because)
	there	(they're)
	*Hassard	(Hazzard--twice)
-17	*it's call	(it's called)
	*Happy Day	(Happy Days)
	progam	(program)
	cheon	(channel)
	live	(life)
	your	(you're)
	to	(too)
	*tall	(tell--twice)
	siad	(said)
	to bening you	(?)
	to stray	(?)
-18	*in X Junior High	(at X Junior High)
	*estart	(starts)
	becues	(because--twice)
	[Much not readable.]	
-20	*in chanel 4	(on channel 4)
	*named	(called)
	get up my seat	(get up from my seat)
	all most	(almost)
	*see	(watch)
	*police mans	(policemen)

Class - Student No.	Error	(Correct Form)
-21	*I write	(I am writing)
	*tell	(ask)
	*call	(called)
	to	(too)
	*is	(it is--3 times)
	*bery	(very)
	fun	(funny)
	*it will like it you you	(you will like it)
	allmost	(almost)
	thime	(time)
-22	*tell	(tells)
	*make	(makes--4 times)
	fell	(feel)
	*thing	(think)
	dum	(dumb)
	rouien [?]	(ruin)
-23	alot	(a lot)
-25	*I write	(I am writing)
	*stars	(starts--twice)
	*see	(watch)
	*make	(makes)
	exited	(excited)
-27	I sent	(I am sending)
	*seeing	(watching--twice)
	went	(when)
	for you could feel good	(you could feel good)
27-01	they	(the)
-02	chanel	(channel)
	recomend	(recommend)
	exiting	(exciting)
-03	alot	(a lot--3 times)
	*most funniest	(funniest)
	the	(that)
-04	*comes out	(comes on)
	famouse	(famous)
	preform	(perform)
	asure	(assure)
	*in this program	(on this program--twice)
	anyone he	(anyone who)
	you would be no doubt in your mind	(there would be no doubt in your mind)
	know	(now)

Class - Student No.	Error	(Correct Form)
-05	*comes out	(comes on--twice)
	persons	(people--twice)
	*this	(these)
	of the program	(on the program)
	a	(an)
	alot	(a lot)
	much	(many)
	we have	(we would have)
	*I recommend you this program	(I recommend this progam to you)
-06	*am tell	(am telling)
	will be	(is)
	*scare	(scared)
	becouse	(because--4 times)
	*thing	(think--3 times)
	yow	(you--6 times)
	*pick	(picks)
	*will caming	(will come)
	and	(on)
	what	(watch)
	*look	(look at)
	alot	(a lot--twice)
	atention	(attention)
	*says	(say)
	*looking	(watching)
-07	*excited	(exciting)
	*come out in T.V.	(come on on T.V.)
	*program name	(program's name)
	*is	(it is)
	*it	(it is--twice)
	siter	(sitter--twice)
	alot	(a lot--3 times)
	*lose	(loses)
	*blame it at	(blame it on)
	happins	(happens)
	thier	(their)
	*like	(liked)
	like	(like it)
-08	*war of Vietnam	(war in Vietnam/Vietnam war)
	realy	(really)
	vietnease	(Vietnamese--3 times)
	prisoneer	(prisoner)
	squeze	(squeeze)
	triger	(trigger)
	their ownselves	(themselves)
	will	(well)

Class - Student No.	Error	(Correct Form)
-09	*how did you like it	(how you liked it)
-10	to	(too)
	to	(two)
	saw	(saw it)
-11	exicting	(exciting)
	comercial	(commercial)
	probely	(probably)
	*in the night	(at night)
	I wrote	(I am writing)
-12	come over my house	(come over to my house)
	*Friday the 13	(Friday the 13th)
	a scary	(a scary movie/scary)
	me and you	(you and I)
	sleepy	(sleeping)
	sleep over my house	(sleep over at my house)
-13	*rating	(writing)
	*tall	(tell--3 times)
	movi	(movie)
	*comes out	(comes on--3 times)
	ery	(every)
	*at chonol 2	(on channel 2)
	that	(the)
	move	(movie--3 times)
	*the name is call	(the name is)
	*let	(it)
	*eat	(it--12 times)
	*becass	(because--3 times)
	Ø	(a)
	*like	(likes)
	now	(know)
	get in love	(fall in love)
	thims	(times)
	*falt	(felt)
	niath	(night)
	*tame	(time)
	*bery	(very)
	scare	(scary)
	thath	(that)
	end	(and--twice)
	*toll	(told [=asked])
	*thad	(that)
	trou	(true)
	*note	(it was not)
	throw	(true)
	to	(too)
	frend	(friend--twice)
	[Some illegible.]	

Class - Student No.	Error	(Correct Form)
-14	allright	(all right)
	tell	(ask)
	probram	(program)
	a cartoons	(the cartoons)
	*id	(it)
	*laft	(laugh)
	Ø	(be)
	think	(thing)
	went	(when)
	*fany	(funny)
	jokeys	(jokes)
	probam	(program)
	some time	(sometimes)
	*do like	(act like)
	*goin	(going)
	to killed	(to be killed)
	after	(afterwards)
	laft	(laughed)
	thinks	(things)
	woodpaker	(woodpecker--twice)
	*beer	(bird [?]--twice)
	allwaist	(always)
-15	*Hazzer	(Hazzard)
	at	(it)
	*man's	(men)
	the	(they)
	jall	(jail--twice)
	scaped	(escaped)
	how fun it is	(how funny it is)
-17	*at T.V.	(on T.V.)
	*call	(called)
	incredable	(incredible)
	I get motion	(?--twice)
	*I like to	(I would like to)
	recomend	(recommend)
	tell	(ask)
-18	Duks	(Dukes--3 times)
	sumner	(summer)
	wright	(write)
-21	writeing	(writing)
	their	(there)
	Ø	(a)
	intresting	(interesting)
	probble	(probably)
	your are	(you are)
	*most funniest	(funniest)

Class - Student No.	Error	(Correct Form)
	program	(programs)
	you'll seen	(you'll see)
	*es	(is)
	sune	(some)
	*sat	(sad)
	*know	(knows)
	*see it makes	(see it, it makes)
-22	intristing	(interesting)
	that it is	(that is)
	*come out	(come on)
	well	(will)
-23	*say jokes	(tell jokes)
	alot	(a lot--twice)
-24	*the name of the program is called	(the name of the program is)
	angery	(angry)
	to	(too-twice)
	*last	(lasts--twice)
	the	(they)
	parnets	(parents)
	injoy	(enjoy--twice)
-25	your	(you're)
	faver	(favor)
	faniastic	(fantastic)
	recomend	(recommend)
	bealng	(being)
	inerviews	(interviews)
	there	(their)
	furthamore	(furthermore)
	rider	(writer)
	porducers	(producers)
	filmers	(?)
	sensasanal	(sensational)
	surgents	(surgeons)
	alright	(all right)
	*don't like nothing	(don't like anything)
	affecs	(effects)
	riffle	(rifle)
-26	whatch	(watch--twice)
	*Hassard	(Hazzard)
	*Is after two guys	(It is about two guys)
	*names	(their names)
	*in a large farm	(on a large farm)
	whos	(whose)

Class - Student No.	Error	(Correct Form)
	shem	(seem/scheme [?])
	law	(the law [= police])
	*come in every movie	(are in every movie)
	aventure	(adventure)
	*comes in	(comes on)
-27	exisighting	(exciting)
	chanel	(channel)
	and gets	(that gets)
	troble	(trouble)
	leson	(lesson)
	ginx	(jinx)
	*i've ever saw	(I've ever seen)
-28	caming	(coming on)
	our redy	(already)
	*is	(it is)
	wen	(when)
	whent	(went)
	*open	(opened)
	windo	(window)
	women	(woman)
	ø	(was)
	get	(got--twice)
	fint	(?)
	se	(saw)
	dracula don't nothing hapen to him	(nothing happened to Dracula)
	*kill	(killed--twice)
	*mans	(men)
-29	*comes out	(comes on)
	ø	(they)
28-02	*in television	(on television)
	becuase	(because--twice)
	[program is] emotional	(?)
	*would	(will)
-03	[program is] emotional	(?)
	*life if	(like/as if)
	*the children	(children)
	*act to	(act towards)
-05	becouse	(because--twice)
	your	(you're)
	*say jokes	(tell jokes)
-06	alot	(a lot)
	*argue at	(argue with)

Class - Student No.	Error	(Corrected Form)
-07	its makes	(it makes)
	*name	(named)
	shiny	(shinny)
	most	(mostly)
	*comes in	(comes on [is on?])
	comes	(comes on)
-08	exiting	(exciting--twice)
	Haszard	(Hazzard)
	cors	(cars)
	bankrobers	(bank robbers)
	their	(they're)
	berly	(barely [?])
	plone	(plane)
-11	to	(too)
	*enjoyful	(enjoyable)
	*the name of the program is called	(the name of the program is/ the program is called)
	*comes out	(comes on)
	epsept	(except)
	charactor's	(characters--twice)
	alot	(a lot)
	*say jokes	(tell jokes)
	*could	(can)
-12	ø	(are)
	varry	(very)
	Banny	(Benny--3 times)
	Somalle	(smile [?])
	birick	(brick)
-13	show	(shows)
	interested	(interested in)
	allot	(a lot)
	laugh & happy	(laugh & be happy)
	alway	(always)
-14	writerng	(writing)
	alot	(a lot)
	*fill	(feel--twice)
-15	fine I hope so	(fine, I hope)
	*I been	(I've been)
	favorit	(favorite)
	*make	(makes)
	*she all the time	(she always/or move all the time to end of sentence)
	whats	(wants--twice)

Class - Student No.	Error	(Corrected Form)
	*cumbins	(convince)
	crys	(cries)
	*can't sand know body cry	(can't stand anybody crying)
-17	Hazards	(Hazzard)
	*watch it is	(watch it. It is)
	the funniest I saw	(the funniest I have ever seen)
	*comes out	(comes on)
-18	becuse	(because--twice)
	*is	(it is)
	*erli	(early)
	is fun to watch it	(is fun to watch)
	Inceredible	(Incredible--3 times)
	[?] if the men peracikes about to do wat der dinn riad	(?)
	wat	(what)
	mite	(might)
	*adere	(other)
	would	(world)
	niet	(might)
	hapening	(happening)
	in your on naibehet	(in your own neighborhood)
-19	*tall	(tell)
	abot	(about)
	favret	(favorite)
	move	(movie--twice)
	cald	(called)
	forit	(favorite)
	becuse	(because)
	lots humor	(lots of humor)
	prat	(part)
	wen	(when)
	*an	(and)
	starst	(starts)
	*look at	(watch--twice)
	sud	(should)
-20	Hazerd	(Hazzard--twice)
	*comes out	(comes on)
	evey	(every)
	*in channel 2	(on channel 2)
	chareters	(characters)
	sheraif	(sheriff--3 times)
	fell	(feel)
	agants	(against)

Class - Student No.	Error	(Corrected Form)
-21	intersting	(interesting)
	pouped out	(pooped out)
	poarped in	(pooped in [?])
	soafa	(sofa)
	droped	(dropped)
	wear	(where)
	*where the was sleeping on	(where the ? was sleeping)
	to apartment	(to the apartment)
	a slite of magic	(? a sleight of hand)
	pouct	(?)
	bedrood	(bedroom)
	*police	(policeman)
	putton	(button)
	tide	(tied)
	boxsers	(boxers [= shorts])
-23	favarit	(favorite)
	wach	(watch)
	fell	(feel)
	after	(afterwards)
	chanel	(channel)
	proteck	(protect)
	street	(streets)
	by	(bye)
-24	it sometimes it is	(sometimes it is)
	shauld	(should)
-26	alot	(a lot)
	*says lots of joke	(tells lots of jokes)
	*think	(thinks)
	the a	(a)
	*get	(gets)
-27	your	(you're)
	*the name of the program is call	(the name of the program is/ the program is called)
	tree	(three)
	onother	(another--3 times)
	guss	(guess--twice)
	*stares	(starts)
	stares	(stars)
	brake	(break)
	*diffrend	(different)
	famouse	(famous)
	since	(since)
	on	(an)

Class - Student No.	Error	(Corrected Form)
	gusses	(guesses)
	*could	(can)
	*exited	(exciting)
	know	(now)
-28	nor	(or)
	inmorality	(immorality)
	descent	(decent)
	*there's	(there are)
	*in this program	(on this program)
	that . . . they	(that)
	is	(an)
	is . . . is	(is)
	talk	(talked)
	look	(looked)
	*on F-E-E-T	(on F-0-0-T)
	one of all the stories	(one of the stories)
	here	(hear)
	*That's incredible I recommend to you	(I recommend That's incredible to you)
TV names:	Daise	(Daisy)
	Sherly	(Shirley)
	Lerveen	(Laverne)
	lucie	(Lucy)
	bow	(Beau)